

Curriculum Report
MSAD #53 School Board
February 7, 2011

Curriculum

- The Science Curriculum Team met on January 13th. The agenda included examination of materials from *Science Companion*. Specific units were selected for each grade level. Teachers will share and rotate unit kits. Common assessments will be developed from the unit kits. Selections were made based on our district curriculum and the recommendations of the Maine Math & Science Alliance's analysis of *Science Companion* units. Next meeting: March 17th.
- The Health Curriculum Team will meet next on February 10, 2011 from 3:00 – 4:30 in Richard Woodbury's room at Warsaw. The agenda will include examination of curriculum materials.

Title I

After School Program enrollment for January:

- Grade 3 – 9
- Grade 4 – 15
- Grade 5 – 8
- Grade 6 – 11

Daytime Identification in literacy:

- Kindergarten – 13
- Grade 1 – 33
- Grade 2 – 20
- Grade 3 – 7
- Grade 4 – 26
- Grade 5 – 21
- Grade 6 – 16

Daytime Identification in math:

- Grade 1 – 10
- Grade 2 – 6
- Grade 3 – 6
- Grade 4 – 17
- Grade 5 – 24
- Grade 6 – 24
- Grade 7 – 30
- Grade 8 – 21

Professional Development

In our second year of work with the Great Schools Partnership, we continue to work with consultant Jean Haeger to support our Professional Learning Groups (PLGs) and in using the iWalkthrough system.

Our PLGs are functioning at a high level of independence under the capable command of our team of trained facilitators. As each group pursues content area interests, they include the use

of data and examining student work as a common element, along with reading professional texts and using protocols to guide discussions. The PLGs meet approximately once/month.

The iWalkthrough system involves collection of data from classroom observations. Teams of teachers in each school have been trained in the observation and data collection process. They spend approximately 3 minutes in each classroom and look for several different characteristics, such as student grouping patterns, teacher and student interactions, level of student engagement, types of questions being asked, literacy and numeracy strategies, and others. The observations are entered into the iWalkthrough system, and we are then able to generate reports using the aggregated, or compiled data. This is useful for identifying trends and patterns across content areas and grade levels. We plan to accumulate at least 200 observations by March, then use the data with the District Improvement Team and grade level teams to identify areas for professional development and/or curriculum support.

Respectfully submitted,

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Curriculum Specialist